DOCUMENT RESUME

ED 398 569 CS 012 590

AUTHOR Buehorter, Patti and Others
TITLE Student-Generated Curriculum: Lessons from Our Students. Instructional Resource No. 30, Summer 1996.
INSTITUTION National Reading Research Center, Athens, GA.; National Reading Research Center, College Park, MD.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE 96
CONTRACT 117A20007
NOTE 38p.; For a related document, see CS 012 574.
PUB TYPE Reports - Descriptive (141) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Classroom Environment; Classroom Research; *Curriculum Design; English Instruction; High Schools; Instructional Effectiveness; *Student Centered Curriculum; *Teacher Role; *Teacher Student Relationship
IDENTIFIERS Alternative Assessment; Clarke County School District GA

ABSTRACT

A team of high-school English teachers at Cedar Shoals High School in Athens, Georgia, studied student-centered classrooms. Through different student-generated projects in their individual classrooms, they discovered common principles at work which affected the quality of academic experiences, their relationships with students, and the implications for future groups of students in their classrooms. Findings suggest that: (1) the classroom environment must be conducive to collaboration between the teacher and the students; (2) teachers must be willing to share responsibility for learning with the students; (3) a strong emphasis on group dynamics, teamwork, and collaboration is essential in student-centered/student-generated learning experiences; (4) creating a more interactive learning environment requires more instructional time initially; (5) learning how to teach with students at the center of concern is a gradual process; (6) becoming active learners is difficult for many students; (7) the size and extent of student-centered learning experiences can vary; (8) learning experiences developed with one group of students can be shared and modified with future groups of students; (9) student-centered/student-generated curriculum allows teachers to handle heterogeneous groups of students; (10) student-generated learning experiences can and should meet required curricular objectives; (11) an understanding of alternative assessment practices strengthens the effectiveness of student-generated/student-centered learning experiences; and (12) a commitment to student-generated learning experiences does not mean that teachers must orchestrate several different projects at one time across several class preparations. (Contains 13 references and a figure illustrating the continuum of classrooms and classroom activities. Appendixes present evaluation forms and a sample unit of study.) (Author/RS)

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Student-Generated Curriculum: Lessons From Our Students

Patti McWhorter
with
Barbara Jarrard Mindi Rhoades Buddy Wiltcher

Beliefs about Students
WELCOME TO THE FIRST EDITION OF LOUDSPEAKER
FEATURING:
Teachers of the Month
Page 2
Pullin' Blubber
Page 3
School Cameras
Page 3
Brief Evaluation of Star Wars Unit
On a scale from 1 (low) to 4 (high) rate the following items:
Your overall enjoyment of the unit
Your overall gain in knowledge
Your overall personal input/effort
Your small groups overall effectiveness

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National Reading Research Center

Instructional Resource No. 30
Summer 1996

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Student-Generated Curriculum: Lessons from Our Students

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Mindi Rhoades
Buddy Wilcher
Cedar Shoals High School
Athens, Georgia

INSTRUCTIONAL RESOURCE NO. 30
Summer 1998

The work reported herein is a National Reading Research Project of the University of Georgia and University of Maryland. It was supported under the Educational Research and Development Centers Program (PR/AWARD NO. 117A20007) as administered by the Office of Educational Research and Improvement, U.S. Department of Education. The findings and opinions expressed here do not necessarily reflect the position or policies of the National Reading Research Center, the Office of Educational Research and Improvement, or the U.S. Department of Education.

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About the National Reading Research Center

The National Reading Research Center (NRRC) is funded by the Office of Educational Research and Improvement of the U.S. Department of Education to conduct research on reading and reading instruction. The NRRC is operated by a consortium of the University of Georgia and the University of Maryland College Park in collaboration with researchers at several institutions nationwide.

The NRRC's mission is to discover and document those conditions in homes, schools, and communities that encourage children to become skilled, enthusiastic, lifelong readers. NRRC researchers are committed to advancing the development of instructional programs sensitive to the cognitive, sociocultural, and motivational factors that affect children's success in reading. NRRC researchers from a variety of disciplines conduct studies with teachers and students from widely diverse cultural and socioeconomic backgrounds in pre-kindergarten through grade 12 classrooms. Research projects deal with the influence of family and family-school interactions on the development of literacy; the interaction of sociocultural factors and motivation to read; the impact of literature-based reading programs on reading achievement; the effects of reading strategies instruction on comprehension and critical thinking in literature, science, and history; the influence of innovative group participation structures on motivation and learning; the potential of computer technology to enhance literacy; and the development of methods and standards for alternative literacy assessments.

The NRRC is further committed to the participation of teachers as full partners in its research. A better understanding of how teachers view the development of literacy, how they use knowledge from research, and how they approach change in the classroom is crucial to improving instruction. To further this understanding, the NRRC conducts school-based research in which teachers explore their own philosophical and pedagogical orientations and trace their professional growth.

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For more information about the NRRC's research projects and other activities, or to have your name added to the mailing list, please contact:

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About the Authors

Patti McWhorter teaches high school English at Cedar Shoals High School in Athens, Georgia, where she serves as chair of the English department. Her twenty-two years in classroom teaching have included grades six through college. In addition, she has conducted numerous staff development courses throughout the state and presented at professional conferences throughout the state and nation.

Barbara H. Jarrard teaches high school English and is a doctoral student in the department of English education at the University of Georgia. She has served twice as chair of her high school's committee for improvement, which worked with other school leadership teams to develop the vehicle for teachers to enrich their professional lives through teacher empowerment and shared decision making. It seemed a natural next step to her to empower students to enrich their learning and life experiences by giving them a voice in decisions that effected their classroom lives. She was honored by her school and colleagues, being named a Teacher of Excellence by Foundation of Excellence and named 1995 Star Teacher by the school's Star student. She is currently serving on a statewide committee that is developing standards and reforms for student-teaching programs.

Mindi Rhoades has been teaching English at Cedar Shoals high school since 1992. She has a B.A. in English and a master's in English Education from the University of Georgia. She has also been involved in developing and instituting a modified teacher-education and student-teaching program with the University of Georgia's Language Education Department, serving for the past 3 years as a consultant and mentor teacher. As a teacher, Mindi has headed the Writers' Club, been the National Honor Society advisor, worked with SADD, and coached softball. Her involvement with the NRRC has highlighted and complemented her teaching career and classroom research.

Edward A. Wilcher (Buddy) currently teaches and continuously researches student learning at Cedar Shoals High School in Athens, Georgia. He has a B.A. in English and French, and an M.Ed. in Curriculum and Instruction with emphasis in English from The University of Southern Mississippi, and an Ed.S. in Language Education from The University of Georgia. He has co-edited *Mindscapes*, a GCTE children's magazine; served on Cedar Shoals' Leadership Teams; and helped design a yearling student-teaching program at The University of Georgia. He presently serves on the English, Language Arts textbook adoption committee for Cedar Shoals. In his tenth year of teaching, 5 years being at Cedar Shoals, Buddy is actively involved in the English department. He has taught a variety of students from the alternative placement program to the gifted program and feels that all students will meet expectations that teachers establish.

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Patti McWhorter with
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National Reading Research Center
University of Georgia and Maryland
Instructional Resource No. 30
Summer 1998

Abstract. *Patti McWhorter, English Department Chair at Cedar Shoals High School in Athens, Georgia, along with department colleagues Barbara Jarrard, Mindi Rhoades, and Buddy Wiltcher began studying student-centered classrooms during the 1993-1994 school year. Through different student-generated projects in their individual classrooms, they discovered common principles at work which affected the quality of academic experiences, their relationships with students, and the implications for future groups of students in their classrooms. Their finding are reported here.*

It's a typical research meeting at my house. The sub plans are on my desk at school. I've locked up my killer Dachshund, made a pot of coffee, sent my husband and three kids off to work and school respectively, and cleaned up the den in preparation for Barbara's, Buddy's, and Mindi's arrival. We like to start between 8:30 and 9:00 a.m. It feels more relaxed than our typical 8:00 a.m. school starting time. Buddy brings the bagels.

Over the past couple of years, we developed a simple "research meeting dance" that begins with a slow waltz around the coffee pot, the bagels, and the work from our last meeting. We move languidly through school gossip, slowly gathering energy for the tango to follow. It starts as it always does with their question to me: "So what are we doing today?"

Patti: I'm really struggling with this introduction thing. We need a hook. We teach our students about "the hook" in their writing. Why can't this be easier?

Mindi: How about if we begin it with: "*Naked sex.* OK, now that we have your attention. We are actually going to write about students and learning."

Barbara: Somehow I'm not sure Betty would let us get away with that.

Buddy: You think we'd be kicked out of the SRC?

We dart back and forth, "check-to-check," until we come upon a plan. We've got to cut this thing, or no one is going to read it. Here's the plan. We'll each write a few paragraphs about our projects, find points to illustrate our findings (showing, not telling, as we teach our students), and write that elusive introduction. On to the fastest.

The fastest portion of our "research dance" is deliberate and measured, though not as slow

as our earlier waltz, or as disjointed as our tango. In this portion of our research meeting "program," we are on-task and productive. We decide to spend a specific length of time completing our writing assignments, usually no more than 2 hours, stopping briefly to share our progress. Mindi works in the kitchen, Buddy and Barbara on the couch in the den. I am on the computer in the den with the large manuscript open and waiting. The chorus line awaits.

We move back together in formation, elated that we have actually produced something worth sharing and made progress on our obligations to the SRC. (The School Research Consortium, a primary research strand of the National Reading Research Center, is a collaborative of teachers in the Athens, Georgia, area who began using teacher inquiry as a means to understand their own teaching and enhance their students' literacy development.) You can see those high kicks now as we move to the big finish. The chorus line carves out of the front door of my house. Radio City Music Hall, here we come!

Meet Our Research Group

We teach in a twelve-member English department in a suburban high school of approximately 1500 students located in the eastern part of Clarke County, Georgia. The school population is highly diverse in terms of race, academic ability, and socioeconomic levels. Approximately 54% of the student population is African American, 41% is Caucasian, and 6% is classified as "other," which includes a growing Hispanic population. Almost 32% of our students are on free or reduced lunch programs. From middle- to upper-income neighborhoods nearby, housing projects across town, and a small rural community a few miles away, our school is an interesting and complex melding of students.

The administration of our school encourages professional growth and fully supports innovation in classroom teaching. A strong level of trust for our professionalism as classroom teachers exists between the administration and the teachers in our English department. Alliances with the University of Georgia are encouraged and celebrated. Joining the National Reading Research Center's (NRRC) newly formed School Research Consortium (SRC) at the University of Georgia was a natural step for us. It meant that we would have the resource of time and additional materials to support our work together and in our classrooms.

Shared Beliefs about Students

In our relationships as colleagues over recent years, sharing teaching challenges and the unpredictable events of classroom interaction with students, we discovered the bond created by our shared perspectives on students and learning. We also share similar concerns about ourselves as teachers. Why, we wonder, do we feel compelled to reinvent ourselves

each year? Why are we always seeking something *different* to try with our students?

Our questions are even more interesting when we examine the diversity of our age and experience. Developmentally, we are all in *different* places. In some ways we are typical, in some ways not. Mindi, the newest teacher among us, although inquisitive and not controlling by nature, struggles with the concern that she may not be teaching the correct content. Bobby, after eight years of teaching, is seeking new ways to approach instruction. His need for organization and structure in the classroom is diametrically opposed to Mindi's, yet they share common beliefs about classrooms and students. Barbara, a 15-year teaching veteran, came to Cedar Shoals from a more traditional and structured environment in a previous school. She is constantly wondering how she might challenge and involve her gifted students in deeper, more meaningful classroom learning. For myself, the journey to rethink and restructure my own classroom began over 10 years ago after 11 years of teaching. Methods that formerly felt comfortable seemed "out of sync" with what I was discussing and experiencing in graduate school. All of us, though individuals, are bound together by one overriding characteristic: we can never feel satisfied with the status quo. We can always see possibilities.

In the first weeks of our association with the SRC, we worked together to articulate the following beliefs about students and classroom learning, which enabled us to focus our individual research on the concerns in our specific classrooms.

> *We believe that students are intelligent enough to participate in steering their own educational experiences and that giving students the opportunity to do this increases their involvement in their education and their motivation to achieve and meet personal goals.*
>
> *We believe if students are motivated and involved in achieving educational goals, the level of classroom learning will meet or exceed standard, mandated curriculum requirements. Along with the teacher, students must become responsible for their own education and accountable for the end results.* (Snyder, Lieberman, McDonald, & Goodwin, 1992; Wiggins, 1985)
>
> *We believe the primary role we play as teachers is to help students learn how to learn and how to take responsibility for their own learning. Through a student-centered curriculum, students develop a stronger sense of ownership and purpose.* (Fawcett, 1992; Moffett & Wagner, 1992)
>
> *We believe teachers benefit by closer interaction with and a clearer understanding of students. Confrontations are replaced with consensus-building.* (Atwell, 1991; Chappel, 1992)
>
> *We believe the community benefits by gaining independent learners who are able to function in a cooperative environment, solve problems, and think critically.* (Kohn, 1993)

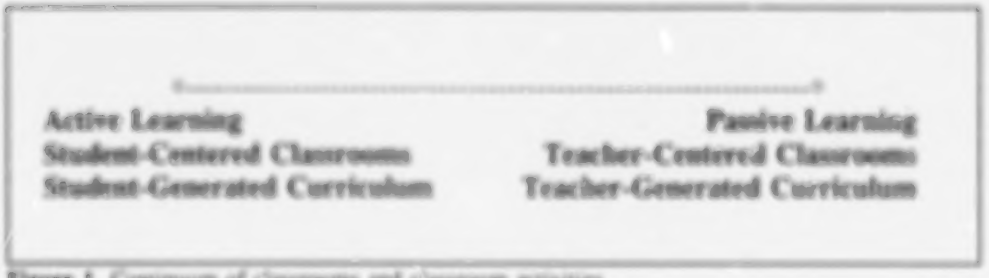

Figure 1. Continuum of classrooms and classroom activities

Although each of us were at different points in terms of our years of experience in the classroom, the earliest discussions of our classrooms, teaching experiences, and frustrations led us to the understanding that we shared similar approaches to instruction and a strong belief in involving students in classroom decision-making. Specifically, we found that we had all been using project-based instruction to involve students more fully in classroom learning.

Sharing and discussing our experiences with projects helped us to realize that we had no hard evidence to support what we believed was a valuable and effective instructional approach. We discussed the possibility of giving the students more choices, developing these projects with students, rather than *for* students. This seemed a logical next step for us, given our penchants for being unable to teach anything the same way twice. If we were going to try something different anyway, why not find out if our instincts and inclinations were as effective as we believed them to be?

In our new roles as classroom researchers, we decided to focus our first efforts on broad questions framed within the context of student-generated curriculum:

- *How will students who are given an opportunity to participate in generating their own curriculum respond?*
- *How will involvement in this activity affect their motivation to learn?*

In the early stages of our research, we felt compelled to define what we mean by student-generated curriculum. We knew more precisely what it is not. It is *not* a teacher-guided, directed, and evaluated unit, project, or learning experience created in isolation of a knowledge of specific students in a specific classroom setting. It is *not* packaged sets of worksheets, lesson plans, multiple choices tests used without considering the needs of a particular group of students in a specific classroom setting. Only in determining what was in opposition to student-generated curriculum could we more clearly articulate what characteristics it possesses.

As a research group, we visualized classrooms and classroom activities on a continuum which spans from active to passive, paralleling student-centered to teacher-centered classrooms, and student-generated to teacher-generated curriculum (see Figure 1). Student-generated curriculum, then, was initially our term for active learning and for student-centered classrooms (Marzano, 1992). We agreed that a teacher might have a student-centered classroom to varying degrees on the continuum, without having students literally generate each curriculum event. We describe and illustrate each of these in our project descriptions and findings which follow.

Our early discussions revealed this specific concept—as individual teachers, we were in different places on the continuum in terms of how we each developed and orchestrated classroom events (Foster, 1993; Gere, Fairbanks, Howes, Roop, & Schaafsma, 1992). Collectively, we recognized that the more productive place to be on the continuum, in terms of student learning, was in the direction of active learning, student-centered classrooms. In retrospect, this diversity strengthened our inquiry. It caused us to ask and answer difficult questions about the relationships that exist in classrooms between and among students and teachers. In our diverse classroom experiences, we struggle (and continue to struggle) with issues that continue to influence our teaching. We also came to understand that teachers reading about our struggles might recognize their own varied classroom dilemmas and be able to improve learning experiences for their students.

Exploring our role in helping students participate in curriculum planning meant that we would be compelled to gather data on our own actions and behaviors. Our plan books, teaching notes, and individual journals became important sources of data for tracking our own behaviors and reactions as well as those of our students. Monitoring student academic, social, and personal growth during the research process meant learning how to select student work samples, make anecdotal notes on student behaviors and reactions, and track student achievement through our own assessment and evaluation systems.

Project Descriptions

We lived our research in ways difficult to commit to words. The nuances of our relationships with our students, the personal deliberations and decisions about instruction, and the many conversations we had and continue to have about our research are beyond the scope of this publication. What we hope to do through the brief project descriptions that follow, the discussion of our findings, and the appendices we include is to re-create the contexts of our discoveries. Practical by nature, we also hope that other teachers may see themselves in our work and be motivated to attempt something new, to take a risk in their own classrooms, and to discover the power of

looking at themselves and their students from new perspectives, as we did.

Life in High School: Patti's Turn

My ninth-grade scenario project, which my students entitled "Life in High School," grew out of a conversation my students and I were having about why so many of them neglected homework assignments. The silence was palpable when we opened the discussion, until Jeremiah spoke up and tentatively offered his own explanation, "We just have so many classes and different teachers. It's hard to keep up with everything." Jeremiah's hesitant confession propelled us to the heart of the homework issue. These students were elated and confused by the complexities of high school—the teachers, the subjects, the rules, the social strata. Not completing homework assignments was one symptom of a larger issue.

The result of our class discussion, which moved from our original discussion about homework to the difficulties of the transition from middle school to high school, was a project in which students wrote scenarios about typical experiences for ninth-grade students entering high school for the first time. This project, which the students and I envisioned as a packet of scenarios (written by students) with suggestions for their use in an eighth-grade classroom, was important to the students in new ways. For many of them, the fact that the project would have a "real" audience—their former eighth-grade teachers and younger friends—resulted in increased interest and participation. In their brief scenarios was the hindsight they experienced—the wishing away of mistakes and lost time.

Over the course of a school year, at times selected by the students and me, we wrote, revised, and edited our scenarios. A small group of students volunteered to contact eighth-grade teachers to let them know what our project involved and what time frame we anticipated following. The scenarios were presented to the eighth-grade teachers in our school district in a packet with accompanying suggestions for their use in May of that school year. The eighth-grade teachers responded with notes of appreciation and congratulations to their former students for the effort they had expended in completing the project. Sharing these responses with the students, watching their faces when they received praise for a project that reached beyond our classroom, was evidence that they felt fulfilled in a new way as students.

As the teacher, my role shifted when we worked on this project. Every aspect of the work—deadlines, topics for scenarios, group organization—was organized with student input and class consensus. The real ownership of the ideas and the learning, consequently, belonged to the students. We found a place for everyone. Felecia, a senior who needed the class to graduate, but whose writing and reading skills were extremely deficient, labored to write the introduction to our scenario packet. Rosa, an Hispanic student who knew limited English, worked with Felecia to do this writing. Their

timidity, which hampered their interaction with students in large groups, disappeared when they paired up to create those important paragraphs. I could never hear their soft voices when they worked, but I could see the strength of their involvement when they sat close together, the work folder between them on the desk.

In retrospect, I know that the scenario project is one activity those ninth-grade students will remember about our class. They were engaged as learners, they were in control of the curriculum. As their teacher, I assisted them in meeting the goal they had established as a class. I seized opportunities to teach them information they needed to know, and I stood by them and marveled at how even the weakest students rose to the occasion and completed this project.

The Senior Loudspeaker: Mindi's Turn

I was teaching a class of low-achieving seniors. Knowing I wanted to explore our research questions about student involvement and curriculum planning and choices, I began the year with interest inventories, past learning experiences questionnaires, and introductory letters. When students asked me, "What are we going to do this year?" I knew I was ready to start.

About three weeks into the school year, I come to class one day with an overhead transparency of the state-mandated curriculum requirements. After I had translated them for the class and discussed the implications, we opened the floor to discussion and brainstorming. Finally, Chris, a big football player, suggested, "Why don't we do a newspaper. Let's do one for seniors. We're seniors, and we need to know what's going on." The "yeah" and "good idea" comments from the rest of the class let me know this was the one. We took a vote, and the newspaper won by a landslide.

After deciding on the newspaper project, *The Senior Loudspeaker*, whose intended audience was the entire senior class, students had to develop and implement a plan of action, troubleshoot and problem solve, develop concepts, write, interview, edit, rewrite, type, produce, and distribute their products to the intended audience. They wrote a successful grant proposal to finance the printing and publication of their issues, learned how to interview the subjects of their articles, and discovered the importance of accuracy in writing and reporting.

All did not go smoothly, however, especially after the newness and the excitement wore off. Class members seemed to need a lot of help and direction at times. There was never enough of me to go around. With every group doing something different, I was in constant motion—writing hall passes, listening while a group explained what they were doing, clarifying directions and procedures. I worried about off-task behavior and wasted time. I wanted the safety and comfort of tradition and structure.

We persevered. It just did not seem fair to give up so soon when students were still interested and working, even if it was not as dis-

gent and organized and efficient as I might have wanted it to be. Four published issues later, our perseverance paid off. Most of the time, I could not believe the end results we were getting. Brief, poorly written articles evolved into longer, more coherent, publishable pieces with input from peer reviewers and me.

For me, the implications of this project and research are clear. Even at its worst, our project together was more meaningful and successful than any I could have "imposed" on them. I confess that sometimes I lose sight of this in my day-to-day struggle to cope with paperwork or planning or classroom management or even just trying to survive teaching. At times like these, I am often reminded of what one of my students wrote in her final evaluation of our class project, "This was something different and much more of a learning experience for me than doing all book work."

Star Wars: Barbara's Turn

My first experience with student-generated curriculum came as a result of an activity to prepare my students for writing an essay to end a very traditional unit on Puritan literature. To prepare my students for examining the character of John Proctor as a classic hero in *The Crucible* by Arthur Miller, I had them watch Bill Moyer's (1988) interview with Joseph Campbell in a short video segment from the series, *Joseph Campbell and The Power of Myth*. Several times during the video, the students heard Campbell mention the movie *Star Wars*. I heard the undercurrent of whispers and then the tentative question came from a student, "Why can't we watch *Star Wars*?"

After initially responding that we did not have time, it occurred to me that this was an opportunity for a new direction for this class. I proposed to them that they design a research unit based on the archetypes represented in the film. I gave them some parameters, including a copy of the Quality Core Curriculum (QCC), Georgia's curriculum objectives, and some suggested readings and writings. Then I left them alone, to discuss what they wanted to do.

They accepted my proposal, and added to it a project I would never have considered doing—creating an eight foot mural—as a way of sharing with the rest of the school what they had learned. I found the proposal back in my hands with a number of unanswered questions in my mind. Would the school let us paint a mural in the hall? How could we find out? Who had the expertise to paint a mural if permission were granted? How were we going to pay for supplies? Where would the time come from?

Students accepted the challenge of answering my questions and divided themselves into three committees: one to write a proposal to the school, one of artistic students to propose a design for the mural, one to investigate possible funding sources. I accepted their proposal. The problem-solving started, researching archetypes and film watching began.

As we shared the knowledge and insights we gained through our research, reading, writing, discussion, and presentations, my

students took on more and more of the responsibilities of completing and evaluating the project. This project shaped the class and the instructional methods used for the rest of the year. The students' responses to being given a voice in what they were to learn and how they were to learn it demonstrated for me just how powerful a strategy student-generated curriculum can be.

Utopia/Dystopia: Buddy's Turn

After I read Plato's *Republic* and Moore's *Utopia*, I began brainstorming ideas about teaching a utopian unit. At the time, I did not have any books on utopias, yet I did have class sets of one dystopia (anti-utopia), *1984*. I decided to ask my students to help me plan a unit and to come up with a solution for obtaining a class set of novels focused on utopias. In the meantime, I received a mini-grant that allowed me to purchase twenty-five copies of *Herland* by Charlotte Perkins Gilman, a female utopian novel. The students and I were faced with another problem: we had enough novels for one class, but there were two classes that would be studying this unit. After two days of deliberating, we decided to split the class in half and have one side read *1984* and the other read *Herland*. The students allowed me to finish the rest of the planning with the stipulation that the unit be fun, as well as challenging.

When we began reading and discussing the novels, I was able to teach two novels during one class period by asking one half of the class to compose discussion questions from the reading while I was working with the other group. After half a class period, I would switch sides for the discussion. Even though one half of the class was reading a different novel from the other, the students cooperated. The "fun" activities I included required the *1984* group to "spy" on an assigned peer in the *Herland* group. The *Herland* group was required to create a utopia based on the individuals in the *1984* group.

Students had a pivotal role in developing this unit, and they also helped me create an evaluation form for it (see Appendix D). We focused on the requirements for the unit, the objectives, and the activities. Students learned to correlate student objectives to their outcomes, so they knew what was expected of them throughout the unit. A student put it best in his final evaluation of the project when he stated, "This project made me feel good because I was part of the decision-making. I wasn't just told what to do."

Our Pattern of Project Implementation

A careful examination of each of our projects revealed that with few exceptions, we followed a similar pattern of implementation. Beyond the parameters of our projects, we also discovered that we each work in similar ways to build community in our individual classrooms.

The points which follow are illustrated with the questions we feel must be answered (for the teacher) and activities that may be done by the teacher and the students in a classroom where

students will be working with the teacher collaboratively to design curriculum. One caution: These can be beginning points, but they are not a foolproof recipe for success. Only a teacher's *careful* self-assessment will allow him or her to shape the kind of classrooms where *collaborative* teacher-student curriculum planning is possible.

1. **Create a collaborative classroom ecology.** *How do the individuals in a particular classroom work together? Who are my students? What are their strengths and weaknesses as learners? Are they readers? Are they writers? What are their attitudes about classrooms and learning? What kinds of classroom experiences have they had? What do they expect of their teacher? How do these individual strengths, weaknesses, experiences, and expectations contribute to the whole classroom?*

   - Administer surveys and questionnaires.
   - Discuss past experiences with students.
   - Look at writing samples from students which are intended for a variety of audiences.
   - Examine their reading habits and behaviors.

2. **Explore curriculum requirements.** *What are the required objectives of the course? What are students required to learn? What should students be able to do when the course is completed?*

   - Share course objectives with students.
   - Explain what instructional objectives mean.
   - Allow them to suggest possible activities to discover their interests.
   - Listen for project ideas which might involve students more actively in learning as they share.

3. **Brainstorm for project ideas.** *What are students interested in doing? What will most likely motivate them?*

   - Persevere even when students are uncomfortable to being asked what they would like to do in a classroom.
   - Convince them by your actions that you are really going to allow them choices in instruction.

4. **Focus on a plan.** *What will be created? What are our goals? Who is our audience?*

   - Assist students in narrowing choices and determining a focus by consensus. (Students may choose to vote, but a close vote could mean that further discussion is necessary to involve all members of the class.)
   - Be sensitive to the level of support among the students for the idea they are pursuing.

5. **Identify problems and needed resources.** *Will the project incur costs? What are the*

possible funding sources? Is administrative or departmental approval necessary? What skills are present among the members of the class?

- Involve students in problem-solving.
- Teach research skills so students learn how adults in "real world" situations research and prepare to implement a project.
- Discover which students are experts in areas like technology, art, and so forth.

6. **Teach group skills and roles, leadership, organization.** *Who will be the group leaders? How do groups work most effectively? What are our strengths and weaknesses as group members?*

- Determine the level of experience students have with group work.
- Explore the various roles normally assigned in group projects.
- Encourage and allow students to try various roles to expand their skills in all areas.
- Teach students about group dynamics.
- Determine the types of activity logs or daily records of their activities needed.
- Allow students to evaluate themselves periodically in order to improve. (Appendices A, B)
- Provide students with feedback on their organization and effectiveness as groups and group members.

7. **Determine other curricular components of the course and decide how to address these.** *Will the project satisfy curricular requirements or are other activities needed? How much time can be spent on this project?*

- Ask students how to satisfy other curricular requirements—textbook activities, independent reading, and so forth. (Appendix C)
- Establish routines which work for the individual students in a classroom.

8. **Develop assessment criteria.** *How will students be assessed? Who will do the assessments? What instruments will be used to assess growth, learning, and progress in specified areas?*

- Use grading scales, checkpoints of individual and group progress, and rubrics to make learning standard, assessment, and evaluation criteria clear. (Appendix D)
- Allow students to assist in the development of evaluation criteria.

What We Learned

Across our stories of classroom learning experiences, we found that all of our initial instincts and beliefs about students, classrooms, and learning were strengthened, expanded, and more clearly defined. The diversity of the

classroom contexts in which we each chose to do our research allows us now the benefit of drawing our insights from multiple contexts and perspectives. Most importantly, what emerged were more questions and possibilities, more challenges for further exploration.

The following points illustrate the common findings which emerged through our discussions as a research group, sharing notes and results from student work samples, lesson plans, and journals. Presenting at local and state conferences as our work was in progress also provided an added incentive to critique our progress, articulate our beliefs, and show other teachers what we were learning in the process.

To our original research questions which focused on how our students would react to the changes in instruction . . .

- *How will students who are given an opportunity to participate in generating their own curriculum respond?*
- *How will involvement in this activity affect their motivation to learn?*

. . . we added questions about our roles as teachers in the process. We learned from and with our students each day. Our observations and musings frequently provided insights into some of our conclusions about student learning in our classrooms. We offer the points which follow as a deceivingly simple list of our findings. With this list and the appendix of materials we used in developing projects with students, however, we hope to encourage other classroom teachers to examine their own practice and more fully involve students in learning.

1. **The classroom environment must be conducive to collaboration between the teacher and the students.** If teachers want to enact change in their classrooms, they must first focus on developing positive relationships with students. Coming to know students as individuals, caring about their individual learning styles, and examining their strengths and weaknesses before planning for instruction we found to be crucial ingredients prior to developing instructional projects. Each of us administered interest inventories, reading surveys, sample writing assignments, and asked students to write personal letters of introduction prior to initiating our classroom research projects. We enjoyed conversations with students, getting to know them outside the classroom, discovering their interests, and thinking about ways to engage them in learning.

Projects and units must grow out of real students' interests and concerns. The idea might be teacher-initiated, like Buddy's Utopia/Dystopia project, but student interests must be of central importance. The experiences should provide the widest range of curricular choices—reading material, presentation options, and assessment. Buddy's students could articulate what they liked and wanted to do in a broad sense, but it was Buddy's responsibil-

ty to focus their interests within appropriate unit parameters.

2. **The teacher must be willing to share responsibility for learning with the students by developing and nurturing a sense of mutual trust.** A high level of trust must exist between the teacher and the students. Teachers must trust students to make sound choices, although this trust does not necessarily mean that teachers expect students always to avoid mistakes in choosing. With choices come responsibilities. If our choices as teachers and students are not wise ones, then we learn from these mistakes and move forward. In reflecting on her anguish over taking this step, Barbara wrote, "My first attempts were halting, though thought out, weighed, and worried over. Walking into a class armed with a printed proposal to give a group of high school juniors control of their class, even for a few weeks, is risky behavior."

Student input into the design of projects and/or learning activities must be treated respectfully. It is critical, we found, that the teacher use the input, even if compromises must be made. Barbara found herself in a proposal and counter-proposal situation specifically when students wanted to paint a mural on a school hallway. Negotiating with the students, who originally wanted to paint Star Wars characters on the mural, the class reached a curricular compromise. Students agreed to create the mural based on original depictions of literary archetypes found in the film, creating a strong connection between their ideas and the requirements of the course curriculum.

3. **A strong emphasis on group dynamics, teamwork, and collaboration is essential in student-centered/student-generated learning experiences.** Since each project included varying forms of groupwork, our discussions throughout the ongoing research revealed an awareness that we must employ all of our resources and knowledge in this area to create productive student groups. Although the members of our research group went into these projects with a wide range of knowledge about cooperative learning, collaborative classrooms, and group dynamics, we each independently discovered that these were areas of expertise we used extensively in our interactions with students.

Perhaps the most important conclusion we came to is that group dynamics and interaction cannot be left to chance. Students must be helped to understand their strengths and weaknesses as members of groups and learn to recognize and correct unproductive habits and behaviors. In the final phases of Patti's "Life in High School" scenario project, her students had to work primarily in groups. She used these weeks as a time to focus on productive and unproductive group behaviors. Students monitored their own progress as group members and the progress of their groups through a series of simple evaluation questions. They set daily and weekly group goals. Their growing commitment to each other as group mem-

here was reflected in one group's name for itself—"The Get-Along Gang."

Throughout our discussions as teacher researchers, it is clear that each member of our research group made adjustments in this area as the projects progressed. In the future, we will be able to proceed with an appreciation for group building from the beginning, planning more deliberately to include group dynamics in the process.

4. Creating a more interactive learning environment, providing students with real instructional choices and responsibilities requires more instructional time initially, as teachers and students learn to talk about learning, negotiate, and make decisions. As a research group, we agonized over the time we were taking in our respective classrooms to initiate and orchestrate large projects using student input. We were anxious about meeting curricular standards on a local and state level and felt pressure to move more rapidly through course content. Asking students questions, inviting their opinions, making decisions was difficult, time-consuming, and messy work at best, particularly in the beginning. Our individual stories detail our experiences with time management, time frames and deadlines, and sustaining long-term activities over longer periods of time (see Shockley, Michalove, & Allen, in press).

What we had to come to understand is that the problem-solving and discussion sessions in which students are involved as curriculum designers is a form of learning. We are becoming more skillful at helping students explore options and the consequences of their choices. As other classroom teachers have discovered (Nelson & Frederick, 1994), a careful process in which students are involved in discussing and generating curricular options includes think-alouds, discussions of learning styles and preferences, consideration of multiple perspectives on the topic, and attention to the range of thinking processes which should be covered, from recall to evaluation, inference, and synthesis.

5. Learning how to teach with students at the center of concern, how to involve students in instructional decision-making, and how to visualize new roles as teachers is a gradual process. Any deep and profound change in our ways of looking at ourselves as teachers and asking the difficult questions about the effectiveness of our instruction cannot take place too quickly. We each acknowledged that once we began to question our decision-making processes as teachers, we became more and more dissatisfied with the established ways of doing things in our classroom. For example, we reformulated as a student-centered activity the time-honored tradition of providing historical background (usually in lecture format or assigned reading) for pieces of literature in order to contextualize these for students. Students can discover such background for themselves, if the teacher is willing to re-think and redesign learning activities to include student action and interaction. The primary teacher role must be that of facili-

tator and guide during the development and implementation of student-generated learning experiences.

This discovery and the acceptance of it is what will make each of our classrooms different in the future. The increased energy level, motivation, and personal engagement of our students in the projects we describe are all qualities we have searched for in various ways. Somehow, once we felt what it was like to "succeed" in inviting students to participate more fully in the classroom, we never completely went back to more traditional, teacher-directed activities. We continue to find ourselves thinking in terms of options for our students—options from which they can choose or the option to think of something different to do to learn whatever it is we are learning.

6. Becoming active learners is difficult for many students, particularly those who have been successful in teacher-centered classrooms in the role of passive learners. *Ironically, the students who experienced the most difficulty with our different approaches were those who had found success in the traditional classroom. When we began to change our roles as teachers and place more responsibility on the students, some of our "best" students felt uncomfortable. Accustomed to excelling as individuals, these students felt hampered by collaboration and group work, concerned that they were being hindered in some way or that their grades were harmed by those with whom they were required to work. "We're accustomed to teachers telling us what we need to know, and you're not doing that," a student remarked in one of our classes. The gauntlet was thrown down. It was up to us to prove to these students that they could learn more if they became more actively involved in classroom decision making and consequently in the learning experiences we were developing together.*

As a research group, we discovered that it takes approximately a semester of carefully coordinated experiences, explicit discussion of processes, constant self-assessment and group assessment, and a high level of perseverance to help these students become full participants. (Our courses are designed as yearlong courses for students.) They had to be convinced in numerous ways that they were learning and that their classmates were individuals worth knowing. We each took time to discuss these important concerns with the students. Building a sense of community in our classrooms was crucial to finding success with these types of students. They felt that they had more to lose when we began to reconfigure our classrooms, and it was up to us as teacher-researchers to discover this common finding and begin to address it in our various projects.

7. The size and extent of student-centered learning experiences can vary. *Since we are relatively new at orchestrating and managing student-centered learning, we discovered that the length of our units, projects, and experiences varied. The degree to which our classrooms became and remained student-centered varied, as well. We could agree,*

however, that our goal would be to gradually decrease the time we found ourselves in front of the class while simultaneously increasing the time that students spent interacting with each other. We each had to learn how to change our role and let our students assume a greater degree of responsibility for their learning, turning them into active learners.

As we made curricular decisions and planned instructional activities, each of us found ourselves turning to our students more and more for even the simplest of decisions. Developing timelines for work and having students make choices in activities were the simplest ways to involve them.

More complex ways included developing large scale projects and having students carry out the goals they set for themselves. Mindi's students virtually took over their classroom. Chris wanted to be the editor of their newspaper and make sure everyone else did their work. Students formed groups to carry out varying responsibilities: talking to the journalism advisor, getting permission from the principal for the newspaper, consulting senior advisors, writing the grant proposal for financial support. While writing the proposal, students looked to Mindi for answers to their questions. In an effort to give students the responsibility, she became the secretary, recording only the ideas the students provided. She typed their grant proposal for "homework," and students participated in editing the proposal the next day.

8. Learning experiences developed with one group of students can be shared and modified with future groups of students. Three of the projects we developed were the result of moments in the classroom when we realized that students were "hooked," intrigued by the possibilities of what we were about to do: the Star Wars project, Senior newspaper, and ninth-grade scenario project. All of these projects, because they are of interest to most high school students of one grade or another, could be presented as options to another class. Subsequent groups of students must always have the option to expand or modify these ideas, but they are now tried and tested options in our repertoire.

Some caution is in order here, however. Trying to replicate a successful project has its drawbacks. First, each group of students is different. Class size and compositions vary. Personalities mix differently from year to year. These are important considerations in making the decision to try a favorite project again or for another teacher to "borrow" one of our projects. Buddy learned that a second group of students did not share the same ownership and enthusiasm as his first "utopia/dystopia" group. With a second group, he admitted, he never thought to ask students if they were interested in doing the unit, he simply assumed they would be. The level of interest and enthusiasm, he reported, were not the same as with the first group.

Certainly, many teachers have had the experience of presenting an identical lesson to two similar classes. In one, the lesson may soar; in another, it may crash and burn. The key is to allow students real choices. If Patti shares ideas

from a previous class, she has developed the practice of telling the new students how the previous group developed the idea. She also shares work from previous students as examples for initiating new projects. One of the choices we must provide students may be not to do the proposed project, but to try something completely different from a previous class.

9. Student-centered/student-generated curriculum allows teachers to handle heterogeneous groups of students more successfully. The heterogeneity of a particular class might be manifested in varied academic ability, learning styles, work habits, interests, and behaviors. Too often, the traditional classroom excludes particular types of learners. Unfortunately, these learners usually become statistics as they drop out of school or simply sit and accept failing grades. One of the most exciting aspects of our projects has been that in almost all cases, we have witnessed students who have traditionally chosen to achieve only at a minimal level becoming involved in classroom learning. When we changed the "rules of the game" for them in the classroom, they were able to see the possibility of success. This resulted in new levels of involvement for them. Although we cannot claim to have discovered miracle cures for low-achieving students, we are encouraged by the potential our projects had to reach out and involve these students.

Peer response and an authentic audience for their work motivated many of our students. One of Barbara's students, a young man she had taught in previous years, revealed tremendous growth and enthusiasm for the Star Wars project—an obvious change in behavior from the apathy he previously exhibited. The low achievers in Mindi's classes would often turn in short, unacceptable paragraphs as articles for their newspaper. After student feedback, discussion, and editing, their pieces improved dramatically. Buddy noted that one of his students, a gifted artist, suffered from low self-esteem as a writer. In the context of the Utopia/Dystopia project, this particular student gained confidence in her own ability as a contributing member of the class. Her writing, formerly weak and uninspiring, revealed growth because she was able to write about her part of the project. One of Patti's sixth-graders, who only sporadically attended school before she began the Scenario Project, was present on the days devoted to the project. His peers responded with positive comments on his evaluations.

As we each worked through our projects, we witnessed students who might have opted out of the classroom activities or been unsuccessful by traditional standards who became valuable contributors. The artists, who were not the best writers, contributed to the visual aspects of the projects. The strong writers served as editors for written products, supporting and teaching their less capable peers. Individuals learned to work with all types of students in the group settings. The increased commitment for doing the work put each of us as teachers in a better position to provide the instruction students needed and now wanted in all aspects of language arts.

10. Student-generated learning experiences can and should meet required curricular objectives. High academic standards must be maintained throughout these learning experiences, but these standards must be articulated and understood by students and their teacher. Teachers often find themselves feeling like any change in practice may compromise what they are expected to do to meet mandated requirements. Covering course content, however, does not always mean that course objectives are being met. What our research has taught us is that we can address numerous objectives in the types of projects our research has encompassed. Furthermore, we can address these objectives and teach in more meaningful contexts, with our students as full participants in the learning.

Most specifically, we have all come to the practice of sharing mandated curricular objectives with our students prior to developing projects or activities in which we want to involve them (Wiggintom, 1985). We provide them with possible choices and work through their suggestions until we arrive at a consensus. We constantly search for activities in which we can satisfy more than one objective. For example, Buddy incorporates writing instruction into every project by requiring a final paper in which students explain how their work is connected to the objectives of the unit.

11. An understanding of alternative assessment practices strengthens the effectiveness of student-generated/student-centered learning experiences. The types of learning activities and projects generated by our students call for unique types of assessments. For example, our early discussions as a research group included some concern with keeping students on task as they worked in groups. We wanted to see the results of the time we allotted for group work, and each of us began to develop ways to monitor student progress. Group activity logs developed out of this concern, as did other forms of grading scales and checklists. These logs, scales, and checklists soon became standard practice in other projects.

As we become more experienced at facilitating student-generated learning experiences, we find that involving the students in developing assessment standards and criteria is essential in maintaining the integrity of our projects. Without these standards, the projects become activities without a sense of purpose.

Involving students in setting standards and in the process of assessing how well an individual or group is meeting those standards takes the mystery out of academic achievement. This does not mean, however, that students "grade" each other, especially not without teacher involvement. Once the secrecy of "the right answer" is removed, the answer belongs to everyone in the classroom. Students can no longer blame the teacher for their failure to meet those standards or learn the subject at hand. Teachers and students can become allies, not adversaries, in the learning process.

Using peer response and evaluation in addition to that of the teacher is yet another way to involve students in the assessment process. If

students are trained to respond appropriately to the work of their peers, they discover another audience for their work. No longer is the work a private matter between student and teacher. Establishing peer evaluation as a regular part of classroom assessment widens the audience for the student work and increases student ownership of that work. The training of peer evaluators takes time, but is an essential component. Students must study examples of work in relation to the standards, grading scales, and/or evaluation criteria. Together with the teacher, they come to understand what excellent work is and are able to respond to the work of their peers. The added benefit of peer evaluation is that students begin to examine their own work with new eyes, improving in areas previously unchanged.

12. A commitment to student-generated learning experiences does not mean that teachers must orchestrate several different projects at one time across several class preparations. The reality of teaching conditions in most schools means that teachers face a variety of class preparations in a given school day. Organizing projects like those we describe is both energizing and exhausting. Although we continue to be committed to student-centered classrooms, we recognize the logistical nightmare we could create for ourselves if we were to try to organize a different project for each class.

We recommend starting off slowly with one class, one project, one opportunity. Students benefit from this approach, but none would benefit from a harried, exhausted teacher. As we have continued to try new projects and discover other moments of opportunity with our classes, we have each grown in our ability to handle more of these kinds of projects at one time. We have learned, as we feel other teachers can, to select the opportune moment to take off in a new direction, to give students a free hand. Their increased engagement provides the adrenaline for us.

Final Thoughts

Simultaneous to our work in the classroom, we have surveyed a wide range of professional literature on the subject of learner-centered classrooms. All of the resources we have consulted reaffirm our beliefs about students and about learning. More convincing than all of the professional literature, however, are our meeting notes, which are replete with our shared experiences. We laughed together, bemoaned the impossibilities of our jobs, got off task occasionally, baked cookies, ate lunches, set goals, made deadlines, missed deadlines, and made discoveries about ourselves as teachers.

Looking back and looking ahead, it would probably be neater and cleaner to strike off on our own with our research. Sometimes it is frustrating to try to pull it all together with such a large group. Then we look back at our notes and think of what we would miss. Mindy shared an anecdote from a chorus teacher who said to her that the voices in the chorus are different, but they end up blending in a pleas-

ing way. We have begun to look at our research this way, and since we are members of the same English department in the same school, the research has influenced our department's philosophy in powerful ways. Our colleagues are interested in and supportive of our work because we share at department meetings and informally over lunch.

As classroom researchers, we feel a heightened sense of security in implementing instructional innovations because we are thinking more deeply about our practice and documenting our progress more carefully. Formal and informal conversations about our classrooms remove the sense of isolation with which many teachers are faced. Talking about what we are doing, what we want to try, and how things are going in our classrooms is something we need now. We depend upon the community of learners we have created in our own department and are confident that we can continue our growth.

We consider ourselves fortunate to be in a school where our striving to place students at the center of instruction is encouraged and celebrated. If we could market the feeling of community we have created for ourselves in this research we would do so. We are committed to the belief that teachers must come together and look deeply and introspectively into their classroom practice—even if only two decide to begin this important dialogue. They must then take the next critical step, the step that presented the greatest challenge, but has given us the greatest satisfaction—sharing our discoveries with colleagues through writing about our experiences.

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Appendix A

Student Self-Evaluation of Groupwork Form

Groupwork: Summary Report Date(s): _____

Group Leader/Facilitator: _____ Group Name: _____

Recorder: _____

Group Members:

_____

_____

_____

1. Attach a detailed Activity Log. Note members who are absent.

2. List the activities/tasks the group must complete and the deadlines which must be met. Number the activities/tasks in the order in which they must be completed. Include the name of the group member who completed the activity/task.

Activity/Task	Deadline	Group Member
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Using the following scale, assess the group's performance in the areas listed below:

1 = Poor 2 = Minimal 3 = Average 4 = Good 5 = Excellent

On-task behavior _____ Respect for group members _____

Respect for other groups _____ Collaboration/cooperation _____

Listening/following directions _____ One-foot voices _____

What is the area in which this group needs the most improvement?

What can the group do to improve in this area?

Appendix B

Senior Newspaper Evaluation Form

Senior Newspaper Evaluation Form

Name_____
Week of_____

Forum:
Daily/Weekly Work
Article Evaluation

Weekly Goal(s) (Negotiated with teacher & initialed):

	Daily Log: (To Do)	Daily Log: (Completed)	Self-Evaluated (1-10)*	Teacher Evaluated (1-10)*
Mon:				
Tues:				
Wed:				
Thurs:				
Fri:				

Grade for Week:

Did I accomplish my goals? ____ If not, why?

Weekly Self-Grade & Justification (%):____

Teacher Grade & Justification (%):____

*1-10: Higher number indicates degree of on-task behavior and effort for the class period.

Appendix C

Star Wars Proposal

Star Wars Proposal

1. Using the QCC objectives, write rationale for watching "Star Wars."

2. Research archetypes (see Carl Jung, Joseph Campbell among others) and use your research in a paper about one of the characters from the film based on an archetypal pattern. Use MLA style book as reference on style and documentation.
Some archetypes you might investigate include the following:

- Jung's shadow, Anima, and Persona
- The hero archetypes—the quest, the initiation, the scapegoat
- Female archetypes—the great mother,the good mother, the terrible mother, the soul mate
- The wise old man
- The serpent
- Colors—red, green, blue, black, white, purple
- The circle
- Water
- Immortality

****Due _____

3. Read the following short stories and devise a project/demonstration based on one or more of the following stories and your research about archetypes.

"The Masque of the Red Death"
"The Fall of the House of Usher" Poe
"The Devil and Tom Walker" or
"The Legend of Sleepy Hollow" Irving
"A Jury of Her Peers" Glaspell
"The Murder" Steinbeck
"Pale Horse, Pale Rider" Porter
"Forcing the End" Neumann
"The Use of Force" Williams
"The Circular Ruin" Borges
and 4 short stories of your choice

- Devise a way to share your knowledge of, thoughts about, and experience with the stories you do not use in your project.

4. In a small group (4 to 5), choose a modern American novel (your choice) read it, discuss it in yo group, and analyze it for use of archetypes.

5. Write __ original work(s) incorporating an archetypal figure, or motif. Genres your choice.

Criteria for grade
(Parts 2 - 5)
Part 2 % _____ Part 4 % _____
Part 3 % _____ / _____Part 5 % _____
Time Line for research
Note Cards
First draft
Final Draft Due_____
Time Line for reading selections
Plans for presentations due
Presentations due after Christmas????
What did I leave out????

I'll negotiate but I will not settle for just good. I WANT GREAT!

Brief Evaluation of Star Wars Unit

On a scale from 1 (low) to 4 (high) rate the following items:

Your overall enjoyment of the unit _____
Your overall gain in knowledge _____
Your overall personal input/effort _____
Your novel groups, overall effectiveness _____

1. What did you learn about yourself as an individual learner?
2. What did you learn about yourself as a group member? How can you use this knowledge in outer school situations? How can you use this knowledge in situations outside of school?
3. What part of the unit did you enjoy the most (other than watching the films)? Why?
4. From what part of the unit did you learn the most? Why?
   a. research on archetypes
   b. reading/discussing short stories
   c. group presentations
   d. reading/discussing novel
   e. individual original work
5. Briefly summarize what you learned.
6. Which (*if any*) part of the unit would you change? Why would you change that part? What specific suggestions do you have for making this part (or any other part) of the unit better learning experience?
7. If you could, what would you change about your own involvement/effort/response/product/performance? Why?
8. Comment on pacing and time frame to maximize learning experience. What did you need more time for? less time for?

Appendix D

Evaluation Form for Group Utopia/Distopia Unit

Evaluation Form for Group Utopia/Dystopia Unit

1984 200 Points Total

(50 pts)

• Daily Journal on the "Big Brothers" in your life —At least 12–15 journal entries —Journal entry is appropriate length and correlates to the assigned novel.	1	2	3	4	5	X	10__

(50 pts)

• Spy Notes —At least 12–15 entries —Notes are written within the limits of the classroom.	1	2	3	4	5	X	10__

(100 pts)

• Research Project							
—Annotated Bibliography	1	2	3	4	5	X	10__
—Project was based primarily on research	1	2	3	4	5	X	10__
—Evidence of research	1	2	3	4	5	X	10__
—Project was well-thought out and demonstrated knowledge of Utopia/Dystopia	1	2	3	4	5	X	10__

Total:_____

Comments:

Herland 200 Points Total

(50 pts)

• Daily Journal on the "Perfect" life —At least 12–15 journal entries —Journal entry is appropriate length and correlates to the assigned novel	1	2	3	4	5	X	10__

(50 pts)

• Group Utopian —Utopian Characteristics —Written within the limits of the classroom —Description of roles in the Utopia	1	2	3	4	5	X	10__

(100 pts)

• Research Project							
—Annotated Bibliography	1	2	3	4	5	X	10__
—Project was based primarily on research	1	2	3	4	5	X	10__
—Evidence of research	1	2	3	4	5	X	10__
—Project was well-thought out and demonstrated knowledge of Utopia/Dystopia	1	2	3	4	5	X	10__

Total:_____

Comments:

NRRC National Reading Research Center

[illegible]
[illegible]

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